

The Importance of Collaboration Within the Context of the IEP

SPLASH 2007-2007



Reasons for Collaboration

- Determine what the curriculum is in the content areas for specific grade levels
- Determine what supports are necessary for individual students to receive information, work within the grade level curriculum requirements (including the materials and activities used to teach those requirements), and express what they know or show what they can do
- Determine the learning outcomes for specific units of study or lessons
- Determine how to design lessons according to Universal Design for Learning

Roles of Teachers

➤ General Education Teacher

- Provide info. re: standards, unit/lessons, materials/activities, instructional delivery
- Be “Keeper of the Content”

➤ Special Education Teacher

- Info. re: individual student(s)
- Supports necessary
- Support for UDL
- Be “Holder of the Keys to Learning”

Special Education Lesson Plan Form

- Review
- Lesson focus
- Text/Page numbers
- Worksheets
- Materials/Website
- Test/Assessment
- Modifications

Questions for Collaboration

- Primary goals/outcomes; Range of skills; Social expectations
- Teaching activities and routines
- Structure of the activities
- Student specifics
- Summary of information
- Collaborative plans and interactions

Collaborative Events

General Education

- Overview of activity
- Learning outcomes

Special Education

- Clarification of activity
- Supports

- Brainstorm together

- Ensure content

- Advance/follow-up instruction

- Evaluate and celebrate

Universal Design for Learning

- Can the student *access* instruction? Is targeted information provided in student's mode of communication?
- Can the student *interact* with instruction and materials? Does the student have the means to *demonstrate* knowledge, skills, and concepts acquired?
- What will *engage* the student in the activity? How will the student remain motivated long enough to learn?